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Title: Sprawności moralne a przestrzenie pedagogiczne - recenzja

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Sprawności moralne a przestrzenie pedagogiczne,
eds. Iwona Jazukiewicz, Ewa Rojewska, 305 pp.
Szczecin: Wydawnictwo Naukowe
Uniwersytetu Szczecińskiego, 2017

From the research point of view, the work *Sprawności moralne a przestrzenie pedagogiczne* [Moral Skills and Pedagogical Space] is very inspiring. The first part of the monograph is a contemplation of moral fitness in the education space. It is initiated by the means of an article written by an educator and psychologist Alina Rynio, entitled “Role Models and Building the Prestige of a Teacher and Educator.” The author assumes that human development and education require models, authorities, and masters. Having explained the title concepts she points towards their place in the process of educating. She shows a pressing necessity to restore the prestige of a teacher and educator, as well as diagnoses the reasons of its deterioration and indicates the possible ways of changing this situation. In the text the reader can find an analysis of the process of education in which teachers and educators who deserve the name of masters hold their proper place. The meaning of authority in an educational work with minors in youth custody centers is submitted to an in-depth analysis by an educator Jacek Parański in a text entitled “Building of the Prestige of an Educator and Moral Inclination in the Experience of a Youth Custody Center.” The author indicates towards the essential for building long-lasting and real educational authority moral inclinations, and also reveals foundations and activities which impede the process of constructing prestige or lead towards its deterioration (p. 11n). The other analyses, presented in the first part, are especially valuable due to the fact that they include authors’ own experiences—connected with building and having prestige among minors submitted to the rehabilitation process. An educator and

psychologist Marta Komorowska-Pudło in her article entitled “The Quality of Upbringing in the Origin Family and the Ability to Love in Young Adults” performs an analysis of the relation between the attachment style in a child as well as the parental attitudes of mothers and fathers that they show towards the child and the level of its ability to love in the adulthood. The analysis of the empirical studies was preceded by a theoretical presentation of the essence of mature love and the process of shaping the ability to love in the family environment. It is because it has a fundamental meaning for the quality of the upbringing process and its effects. Moreover—today, according to the monograph—what is important is the Internet. Currently the Internet has a great many functions in a person’s life. It can be the source of knowledge, entertainment, space of social life, a work tool. It can also be a medium by means of which a person draws hope and strength during the crisis in his or her life. It is exactly this aspect of Aneta Jarzębińska’s article entitled “Hope for Parents of Children with a Lethal Defect” that can be found on an Internet discussion forum. The entries—placed on an Internet forum established in 2008 by the parents of children with the Edwards Syndrome—have been submitted for analysis by the authors. The published material offers much information about manifestation of giving hope in discussions in the forum and explains how parents of children with a lethal defect can become the source of hope.

It is worth to refer in the review to several detailed lectures. Among them it seems crucial to mention such lectures as “Education as a Practice as Defined by Alasdair MacIntyre” by Paweł Kazimierzczak, “Development of Moral Fitness in Homeschooled Children” by Renata Królikiewicz, “A Good Teacher, Who Is He? Questions about Teachers’ Role in Reflections of Educators Teaching in Music Schools” by Damian Labiak, “Optimism in Teacher’s Life and Activity” by Piotr Modzelewski, “Respect as an Element of Attitude towards Nutrition—In Pursuit of Moral Fitness in Nutrition Education” by Agnieszka Buczak, or “Occupational Development Programs for Graduates—An Attempt of Evaluation in the Light of Personalism” by Magdalena Luka.

In the reviewed work it is difficult to separate the pedagogical threads from the ethical ones. It is a methodical consolidation. A detailed analysis of the content makes it possible to say that the entire publication is prepared on the basis of integral anthropology. It is confirmed by the editorial and authorial introduction. What we can find in it, among other things: “It is the man: Tomek—his bone marrow went from Bydgoszcz to the USA and saved the life of a 58-year-old woman; XV edition of Szlachetna Paczka (Precious Package) connected almost a million of Poles, and the value of aid passed in the packages amounted to 54 million PLN [...]. It is the man: it is 38 years since the mass suicide of over nine hundred people in the Guyanese hamlet of Jonestown, where the parents gave poison to their children and later took it themselves; the cultural heritage site in Iraq completely destroyed with a pneumatic drill; in

Kazakhstan a hunter smashed up an injured wolf's muzzle just for fun, and in a Greater Poland province someone put a cat on fire." According to the authors all of these constitute the contemporary "pedagogical spaces." There are many existential examples like that in the study. They are, first and foremost, prepared in the area of the contemporary media pedagogy. Hence they confirm the necessity to build good pedagogy today. Iwona Jazukiewicz and Ewa Rojewska—the authors of the entire publication—claim that: "It is the man and it is life, shaped by the man, who is capable of examining it and doing good or bad. The man is responsible for the quality of life, so is morally obliged to develop in rationality and the choice of good and doing good. Such a moral improvement is a relatively stable feature, which can be and should be shaped: since the improvement required both knowledge on morality, as well as willingness to do good towards others and oneself. Lack of a simultaneous shaping of righteousness of both powers—reason and will—leads to a restricted understanding of improvement as knowledge about the good and the bad or its usage for an agile working of vile. Moral fitness, therefore, is of an acquired nature. It is available to everyone, however, this commonness does not really mean that all have the same improvement. It concerns people, who knowingly take up the effort of working on oneself" (p. 8).

What sounds interesting in the reviewed work is the concept of *pedeutology*. It is a concept popularized by Iwona Jazukiewicz (cf. Iwona Jazukiewicz, *Pedeutologiczna teoria cnoty* (Szczecin: Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, 2012) and the previous work of Adolf Szöłtysek, *Filozofia wychowania* (Toruń: Wydawnictwo Adam Marszałek, 1998)). The author from Szczecin puts forward a currently strong and necessary thesis: "What plays a crucial role in moral improvement is the encounter with other people. These are particular moments of experiencing the value of live, the other person and oneself. The encounter is the foundation for upbringing processes and education, the aim of which is to reveal what is 'obscured': the truth about the world and oneself." We cannot talk about upbringing and education without directing our reasoning towards man, especially in his or her possibility to recognize the truth, doing good or bad, loving or hating. John Paul II in his address to the representatives of UNESCO emphasized that the role of upbringing is to make sure that the man becomes more rather than has more—therefore, through all that he or she has, he or she is able to be a better and a fuller man (John Paul II, *W imię przyszłości kultury. Przemówienie w UNESCO*, Paris, 2 June 1980), *L'Osservatore Romano* (wydanie polskie) no. 6 (1980), 4).

An important conclusion of the reviewed work are the descriptions of building an "optimistic pedagogical space." The person who especially directs our attention towards it is an educator and psychologist Piotr Modzelewski, who in his research on optimism in teachers' life suggests that such an attitude is connected with a high quality of life, protects us against the everyday stress and

beneficially impacts the realization of goals, physical as well as mental health, and is connected with a better professional adaptation. The authors of all studies conducted an analysis of the essence of the phenomenon of optimism, and they present its conceptualization that proved to be useful in pedagogy and ethics.

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